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ABSTRACT

This curriculum guide, an outgrowth of the World History Project at the University of Illinois at Chicago, focuses on introducing world history concepts to high school students. The basic concepts of people, space, and time are incorporated into five individual lessons that emphasize the themes of: (1) the nature of world history; (2) a world history global perspective; (3) synchronizing world history; (4) a student interest inventory; and (5) a student pre-test. Each lesson includes an outline of: (1) central themes; (2) objectives; (3) required materials; (4) a lesson plan; (5) student-related activities and handouts; (6) resources; and (7) references. The World History Project student interest inventory and pre-test are included, along with answer sheets. This document also features maps, timelines, pictures, charts, and graphs, that can be used as integral parts of class activities. (JHP)

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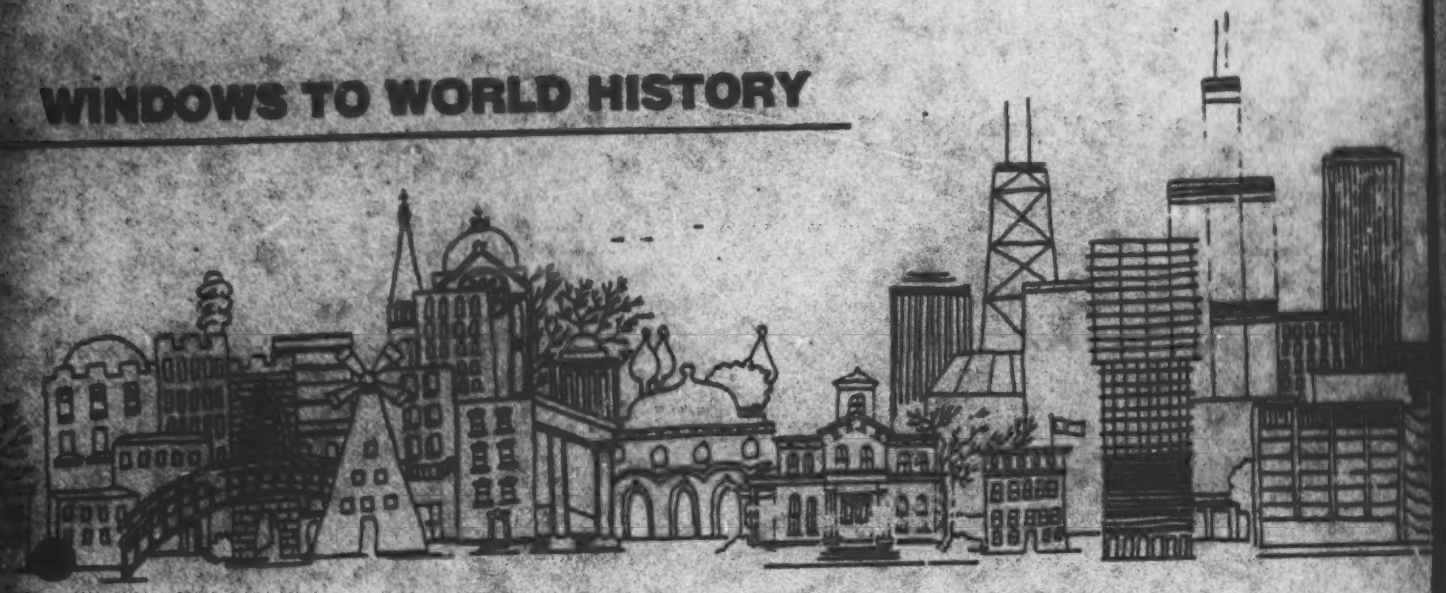
WINDOWS TO WORLD HISTORY



INTRODUCING WORLD HISTORY

Gerald A. Danzer
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Introducing World History

Several recent textbooks for the world history course do a satisfactory job in presenting various parts of world history, but students often miss the sense of the whole. Individual lessons and chapters, especially on Western Civilization, are very good, but they do not necessarily add up to an understanding of the history of the human community. This is where the UIC World History Project aims to make a contribution. When students study world history in a global context, they are encouraged to develop a sense of the whole--an awakening that the history of the human community is the story of constant interaction, of cultural diffusion and of continuing relationships over time and space. People as individuals and as groups have acted and reacted upon each other from the beginning of human history. A perception of this matrix of interactions is essential to fully understand the development of any particular region or culture. Our goal is to provide materials and activities to help students realize that world history is more than the sum of national or regional histories.

The World History Project at the University of Illinois at Chicago provides several sets of instructional materials for high school classrooms. The initial unit, which is presented here, is devoted to Introducing World History. It is composed of five individual lessons. The first two lessons address some basic questions which, we suspect, often cross the minds of students.

The first lesson helps students to consider:

1. What is history? Does it involve me?
2. Why should I study the past? I'm looking to the future.
3. How did you put this course together, Teacher? Where did you get all these ideas?
4. After working in your class for a whole year, what will I gain?

The second lesson helps students to think about the themes and approaches of a world history course:

5. Who is included in a world history course? Can we really squeeze everyone into thirty-six weeks?
6. Where does world history take place? Do we need a course in world geography before we start?
7. When did world history come into existence? How far back was the beginning? Where does it end?
8. Will we be studying your history or my history? Their history or our history?

The third lesson suggests a technique for tying the course together as the year progresses. Building on the questions raised in the first two lessons, this one asks:

9. (Student) How can I understand world history and do well in this course?
10. (Teacher) How can I create a course from a series of lessons? Can I really make a serious contribution to the teaching of world history? How can I expand the horizons of my students?

11. (Teacher) Is there some way I can keep the course on track, maintain some continuity and develop a sense that we are achieving our objectives?

Lesson three provides a mechanism by which these questions can be answered and suggests that the class return to them from time to time. The three-part teaching model that cuts through the textbook is called a "Slice of Time." First, bits and pieces from several chapters are gathered and a picture of what is happening across the world at one point in time is assembled. Then this "Slice of Time" is related to a summary timeline of world history. Finally, there is an emphasis on people then and now. By looking at a document, a place, a concept or a person from the period under consideration, students are encouraged to connect the past with the present.

Lessons four and five start with the present, where the students are situated when they begin the course. It is expected that teachers will select one of these two lessons since both feature a "pre-test" with a built-in "interest inventory." Lesson four uses a shorter instrument, called the "WHP Interest Inventory," which is equally divided between a pre-test of student knowledge and a survey of their expectations of the course. Since it is more compact, ample time will normally be available in the class period to use the exercise as the basis for a class discussion.

Lesson five features a longer and more elaborate "Everything Survey," which provides a more substantial instrument for

determining a class' entry level command of the basic facts of world history. It uses one or two content questions from every chapter of a standard world history textbook to provide a systematic survey of information. The last five questions probe student expectations of the course and explore their preferences for various modes of instruction. Since using it will take up the bulk of the class time, the lesson plan calls for a more elaborate introduction and a truncated discussion at the end of the period. One advantage of the "Survey" format is that it provides a more suitable instrument to use again as a post-test at the end of a course. Some teachers may also want to utilize it from time to time throughout the year to trace their students' progress through the course.

Both the "WHP Interest Inventory" in Lesson IV and the "Everything Survey" in Lesson V are built on the "People, Space and Time" approach to social education outlined in the first three segments of Introducing World History. As a result, they use maps and timelines as integral parts of the activities. The development of graphic literacy is an important goal of the UIC World History Project. All of these introductory lessons, therefore, feature graphic devices and will provide alert teachers with a way to gauge their students initial level of competence in using flow charts, graphs, charts and cartographic materials.

The central purpose of Introducing World History is to

stimulate student interest in the subject and to develop a sense of the course as a whole. It aims to involve the students in the course from the very beginning. In the final analysis, however, the materials depend on the teacher. They provide a series of ideas, suggestions and formats to help make the introduction to world history and its global perspective as gracious and stimulating as possible. We believe that as students at all levels of ability become acquainted with their heritage as members of the human community they will become more effective citizens and more complete persons. If these WHP materials provide some help to teachers both in organizing a coherent world history course and in widening the horizons of their students, the University of Illinois at Chicago will be fulfilling part of its mission and we, as curriculum developers, will have played a small part in tackling one of the most important tasks facing social studies teachers today.

Gerald A. Danzer is primarily responsible for the first four lessons. Maryhelen A. Matijevic has written lesson five. Lawrence W. McBride contributed ideas from the beginning and the entire effort has benefited from his critical eye. Several dozen teachers both in Chicago and throughout the country have provided helpful comments during the development of these materials. We thank them all.

Gerald A. Danzer
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Lawrence W. McBride
1 September 1987

Teacher's Guide: Introducing World History

Lesson I: What? Why? How?

Reflecting on the Nature of World History

A. Themes
   1. What is history?
   2. Why do we study it?
   3. How do we study it?

B. Objectives: Students will
   1. Reflect on the nature of history by considering five of its fundamental characteristics.
   2. Build an argument for or against studying history by writing a letter to themselves at age 35.
   3. Complete a chart illustrating the dynamics of their history course.

C. Materials Needed
   1. Handout: Intro I:1 What is History?
   2. Handout: Intro I:2 Studying History

D. Lesson Plan
   1. Introduction
      a. Teacher comments on the nature of questions: easy and difficult, central and peripheral, basic and secondary.
      b. Today we deal with basic questions:
         (1) The answers are not easy.
         (2) But their importance is fundamental.
      c. Write the lesson themes on chalk board.
   2. What is history?
      a. Qualify the question: the history that we study in this class, not natural history or earth history.
      b. Use a class discussion to develop a checklist of history's characteristics. History deals with...
      c. Refer students to Handout: Intro I:1. Go through the chart and ask students to compare their checklist with the handout. Additions and revisions may be made at this point.
      d. The key words on the chart are handy guides to help students write their own definition of history on part three of this handout.

3. Why do we study history?
   a. Teacher comment: "History, in a personal sense, marks one's passage through life. The more we experience life, the more we usually value history. The more we want to know about ourselves and our world, the more we turn to the past. How can we really know ourselves if we do not know our history?"
   b. Assignment: Imagine yourself twenty years from today. Write a brief letter to yourself twenty years hence explaining why you are going to study history this year. Describe how you expect it might help you grow and develop as a person. History, you might say, is not so much a subject, but a way of looking at life, noting:
      (1) people in various groups,
      (2) the interaction between people and places,
      (3) change and continuity over time,
      (4) the connections between events, and
      (5) the significance of experience in the development of my personality.
4. Conclusion: "Studying History"
   Handout: Intro I:2
   a. The sources of materials for a history course.
   b. The basic elements of a course come together in the student's head.
   c. Students complete the chart by listing some anticipated results of studying history. For example:

<u>Citizenship</u>
understanding people
principles of evaluation
  and decision-making
relating ideals to actions

<u>Basic Skills</u>
research
critical thinking
reading
writing

<u>Potential for Continued Growth</u>
new worlds of experience
knowing myself
making connections

E. Resources

1. Students might collect definitions of history on 3x5 cards. These could then be sorted out by the categories listed at the bottom of Handout I:1. Professor Ferenc M. Szasz has published several compilations of brief quotations on the nature of history in Historian, XXX (February, 1968), 238-243; The History Teacher, VII (August, 1974), 552-563, and ibid., VIII (November, 1974), 54-63.
2. A magazine of Iowa history is called Palimpsest. What is a palimpsest? How is history like a palimpsest?
3. Clio (Pronounced with long vowels) is the muse of history in Greek mythology. Her name comes from the Greek verb meaning "to celebrate." What does this indicate about the nature of history? Clio would be a good subject for a student report or an art project.

F. Bibliography

Many historians have written essays on the nature of history. Three favorites that high school students could read with profit are:

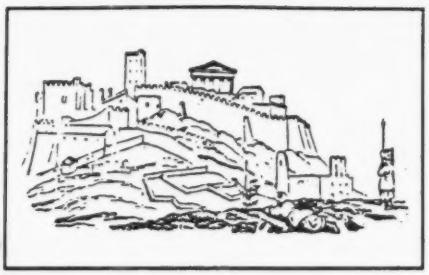
1. Carl L. Becker, "Everyman His Own Historian," American Historical Review XXVII (January, 1932), 221-236 and often reprinted.
2. Allan Nevins, "A Proud Word for History," in The Gateway to History (1962), 7-12.
3. Frederick Jackson Turner, "The Significance of History," in Frontier and Section, edited by Ray Allen Billington (1961), 11-27.

WHAT IS HISTORY?

History as a school subject, as an academic discipline, or as a field of study has at least five fundamental characteristics. History deals with:

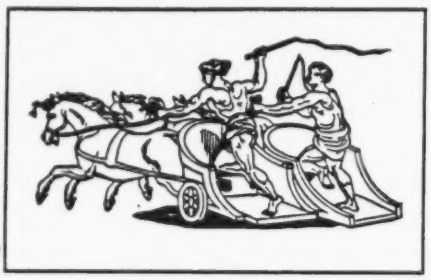
1

People, especially groups of people.



2

Space, particular places where people do things.



3

Time, particularly changes and connections between one event and another.

4

Meaning, History can be a series of questions and answers (analysis) or a story which supplies the connections between events (narrative).

5

Significance, Our own particular history reflects personal needs and interests. It expresses our personalities.

My definition of history:

STUDYING HISTORY:
An Inside View of My History Course

The Sources: Where did the course come from?

famous people and events

a time perspective

a geographic view

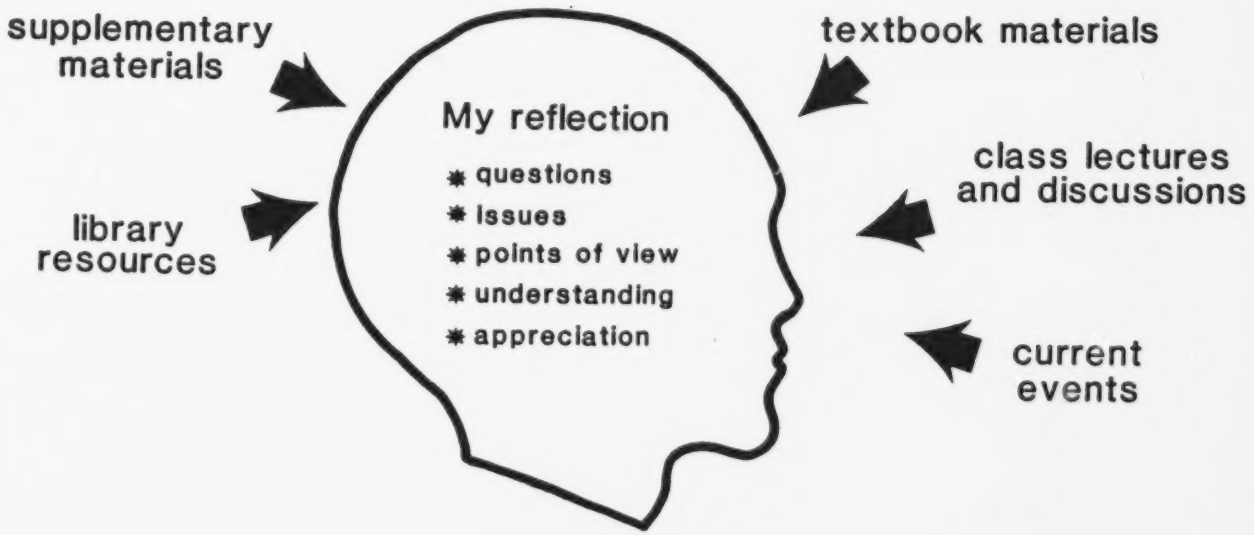
cultural heritage

key concepts

a basic vocabulary

lifestyles from the past

The Course: What are the ingredients of a good course?



The Results: What should we accomplish in this course?

citizenship	basic skills in	potential for continued growth

Lesson II: Who? Where? When?

A Global Perspective for World History

A. Themes
   1. Who is included in a world history course?
   2. Where did world history take place?
   3. When did world history take place?

B. Objectives: Students will
   1. Explore the concepts of humankind and the human community.
   2. Compare several maps of the world.
   3. Develop an appropriate time frame for a world history course.

C. Materials Needed
   1. Handout: Intro II:1 World Maps for World History
   2. Handouts: Intro II:2a, 2b, 2c Timelines for World History

D. Lesson Plan
   1. Introduction: Teacher comments:
      a. Today's themes continue the questions of lesson one.
      b. The focus, however, is on world history.
      c. Many people feel that of all the varieties of history, world history is the most difficult.
      d. To help us conceptualize world history, we will use the basic "people, space, and time" approach.
   2. People in world history
      a. Who is included? Everyone who ever lived:
         (1) The big names recorded in the textbook; and
         (2) Ordinary people also, as individuals and as members of various groups.
         (3) Each of us is part of world history.
      b. Can you think of a name for all the people?
         (1) The human community. (William McNeill)
         (2) Humanity proper. (Eric Kahler)
         (3) The human race.
      c. Adjectives referring to all the people or the whole world:
         (1) Ecumenical, derived from the Greek word for a house.
         (2) Catholic, derived from a Latin word meaning complete or whole.

(3) Universal, from a French phrase for "one turn" (of the earth).

3. Space in world history: "World Maps for World History" (Handout: Intro II:1) (Students may wish to label each map.)
   a. A Roman map (about 1 A.D.)
      (1) As reconstruction, no original map has survived.
      (2) This rendering is a composite made from other maps.
      (3) Note the location of Rome and the Mediterranean Sea.
   b. A medieval European world map
      (1) Jerusalem is the center of the world.
      (2) The land masses create symbolic shapes: a circle around cross-shaped seas. These are often called "T and O" maps.
      (3) Land dominates the globe.
   c. A modern symbol for a world map
      (1) This is the logo of the Hermon Dunlap Smith Center for the History of Cartography at the Newberry Library in Chicago.
      (2) What tells you that this might be a world map?
      (3) In world history, like maps and many other things, we want to always think in terms of the whole as well as the individual parts.
   d. A Chinese Map. (Traditional, perhaps c. 500 A.D.)
      (1) China, the "middle kingdom," is at the center.
      (2) Most other nations are small islands.
      (3) Key: 1. China; 11. India; 9. America?
   e. Ortelius, A world map of 1609 (Antwerp)
      (1) The Atlantic Ocean is the center of the world.
      (2) Land dominates the globe.
      (3) North America and the southern lands fade into the unknown.
   f. An Arabic World Map (c. 1000 A.D.)
      (1) This is a school map.
      (2) Compare it to the first three maps. Which one does it most closely resemble?
      (3) What is the central focus of this Islamic map?
4. Time in world history
   a. Characteristics of timelines
      (1) Time is measured in a regular scale, like a ruler.

(2) Important events are noted.
(3) Division lines are often suggested to divide the span of time into various periods.

b. Start with "Our Times" (Handout: Intro II:2a)
(1) Each major unit = 5 years.
(2) Record 5-10 major events in your and/or your family's history.
(3) Divide the timeline into 3-5 periods (e.g., infancy, childhood, adolescence).

c. Discuss the world history timelines (Handouts: Intro II:2b, 2c)
(1) Different scales and how they relate to each other.
(2) Periodization: ancient, medieval and modern history (500 A.D. and 1500 A.D. as traditional watersheds).
(3) Ask students to record 5-10 major events to include on this Modern World History Timeline.

5. Conclusion
Use the Civilization Timeline to pinpoint the dates for twelve notable buildings of world history which can still be visited today (locate them on a world map as well):
a. Great Pyramid of Cheops (2500 B.C.)
b. Stonehenge (1700 B.C.)
c. Parthenon (460-429 B.C.)
d. Great Wall of China (c. 200 B.C.)
e. Colosseum of Rome (4th century A.D.)
f. Hagia Sophia (532 A.D.)
g. Great Pyramid of Chichen Itza (1100 A.D.)
h. Notre Dame Cathedral (1300 A.D.)
i. Machu Picchu (11th century A.D.)
j. Angkor Wat (8th-9th century A.D.)
k. Taj Mahal (17th century A.D.)
l. Empire State Building (1932)

E. Resources
1. Hendrik Willem van Loon pictures the whole human community as fitting into a huge box, (Geography, 1926). If his figures are brought up to date, all the people who ever lived could comfortably fit into a box a mile and a half in each direction.
2. Invite a science teacher to talk to the class about the relationship between earth history and human history. Start with a basic question such as, "Did comets kill the dinosaurs?" or, "As the great ice sheets retreated, people came to dominate the earth."

F. Bibliography

1. Geoffrey Barraclough, "Universal History" Approaches to History (1962), 83-110. A classic statement on how the conditions following World War II demanded a new approach to world history.

2. R. Buckminster Fuller, "Remapping our World," Today's Education (November-December, 1974), 40-44, 107-110. A great thinker's ideas on an appropriate map for our age.

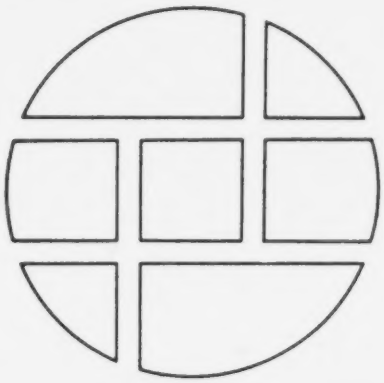
3. Norman Thrower, Maps and Man: An Examination of Cartography in Relation to Culture and Civilization (1972). A brief, basic introduction to maps as documents reflecting culture and our perception of the world.

4. Erwin Raisz, General Cartography (1948). The source of maps a to d on Handout: Intro II:1.

WORLD MAPS FOR WORLD HISTORY

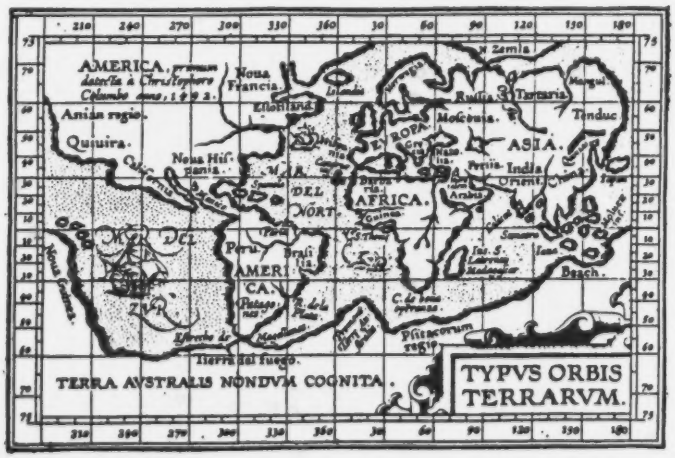
a

b



c

d



f

Maps a, b, c, d, e, and f from Erwin Raisz, General Cartography (1948).

TIMELINE FOR WORLD HISTORY

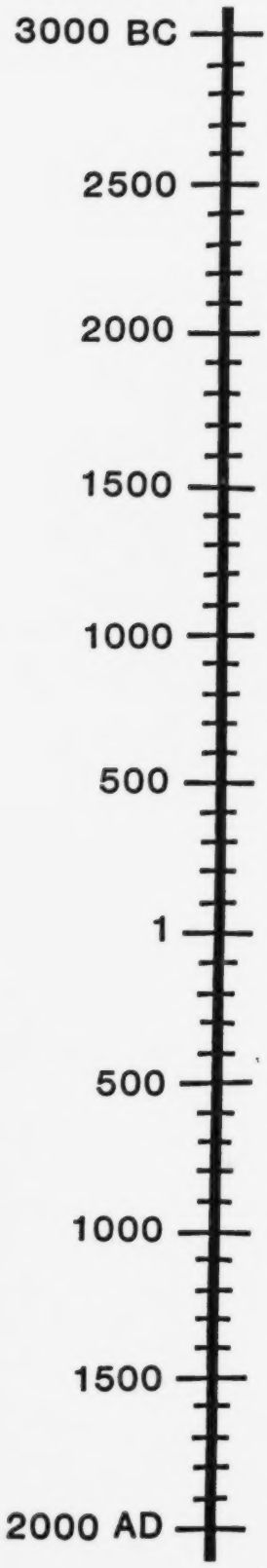
OUR TIMES

TIMELINE FOR WORLD HISTORY

MODERN WORLD HISTORY

TIMELINE FOR WORLD HISTORY

HISTORY OF CIVILIZATION



Lesson III: A Slice of Time:

Synchronizing World History

A. Themes
   1. Dividing time
   2. The diachronic dimension of time (time as a sequence)
   3. The synchronic dimension of time (the concept of a point in time)

B. Objectives: Students will
   1. Find examples of three approaches to time which we use in everyday speech.
   2. Note how a timeline expresses the diachronic dimension of time.
   3. Develop a mechanism for using the synchronic dimension of time in a world history course.

C. Materials Needed
   1. Handout: Intro III:1 Twenty-One Bookmarks for a History of Civilization
   2. Handout: Intro III:2 A Slice of Time

D. Lesson Plan
*Some teachers may wish to emphasize the "laboratory," "hands-on" aspects of this lesson, by eliminating the material in section 2 of this plan and concentrating on the timeline (Handout: Intro III:1, featured in section 3), and A Slice of Time (Handout: Intro III:2, featured in section 4).
   1. Introduction: Introduce three concepts of time and have the students suggest examples of each drawn from everyday conversation.
      a. Night and day--caused by the earth's rotation.
         (1) "I'll meet you at high noon at the old corral."
         (2) "Let's get started at the crack of dawn."
         (3) "Day in and day out, she's a fine teacher."
      b. The solar or seasonal year--caused by the earth's tilted axis and its revolution around the sun.
         (1) "In springtime the minds of young people turn to...baseball."

(2) "In the dead of winter, there still is hope."
(3) "It gets dark so early at Thanksgiving."

c. The calendar--invented by people to keep track of time.
(1) "When is your birthday?"
(2) "We are in the Class of '92."
(3) "I always look forward to Saturday night."

2. Our calendar
a. Every cultural group and civilization has its own way of measuring time:
(1) Its own year of the beginning.
(2) Its own division of the solar year into the equivalent of months or seasons.
(3) Its own grouping of days into units like weeks or months.
b. In our world history course, we will use our own commonly accepted calendar.
(1) Since it originated when the Christian church was very powerful, it uses a date for the birth of Jesus as the first year of our era and numbers the years backwards for the era before the Christ.
(2) It uses a mixture of Germanic and Roman names for the division of the year into twelve months of 28-31 days. (The lunar cycle takes about 29 1/2 days. The solar year takes about 365 1/4 days. Rounding these off to 30 and 360 provides a factor of twelve which became the magic number.)
(3) It groups the days into units of seven and gives each a name (in English) from the Norse or Latin traditions. The number seven follows the ancient Mesopotamian tradition of one day each for the five planets visible to the eye plus special days for the sun and moon.

3. Time in studying history.
a. The concept of movement over time is expressed in a timeline (Handout: Intro III:1)
(1) The solar years are marked off in a regular scale in centuries (groups of 100).
(2) The years are numbered according to our Gregorian calendar.

(3) Some pivotal events have been entered on the timeline to serve as markers. Most of these will be discussed in your textbook. Other dates equally important could have been chosen, but we wanted to have twenty events scattered in the book of history to serve as helpful bookmarks.

(4) As we relate each event to others on the timeline, we will be telling the story of world history. This timeline on a "History of Civilization" may thus provide a short summary or outline of the course. We will refer to it often.

(5) Historians refer to the diachronic dimension of time as the relating of one event to the next in the flow of time. ("dia" means "passing through" in Greek and chronic refers to time.)

b. The concept of a point in time. The calendar enables us to relate the events in one part of the world to other parts of the world occurring at the same time. This illustrates the synchronic dimension of time. Handout: Intro III:2, "A Slice of Time" is an aid to studying history by noting the events around the world happening at approximately the same time. It has three basic parts:

(1) The timeline with our twenty-one bookmarkers to summarize the history of civilization.

(2) An outline map of the world to locate the places where the events under discussion are taking place.

(3) A chart for noting the events under discussion. The Americas, Africa, Europe and Asia each have a box. An extra, unlabeled box is also provided.

4. A Slice of Time: "The First Century A.D.:" Making a survey of what was going on in world history (Handout: Intro III:2)

a. Record the subtitle under "A Slice of Time," and highlight the first century on the timeline by drawing a band across the timeline with a colored marker.

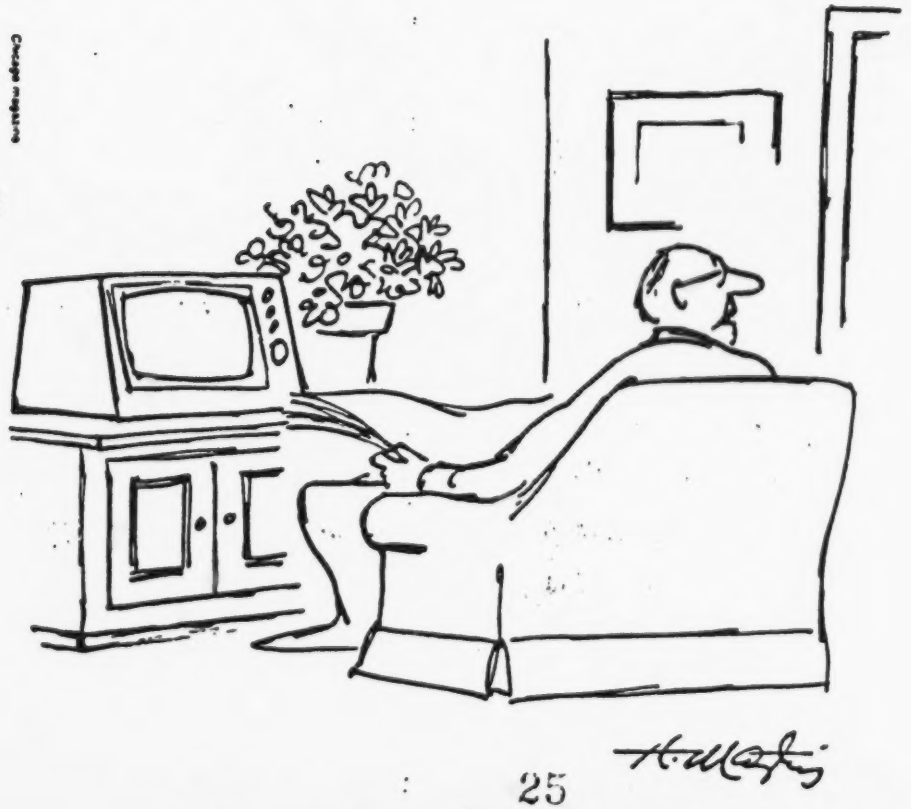
b. Cut and paste the chart below in the box or have students enter the data:

The Americas	Africa
Chavin Civilization in the Central Andes and Olmec Civilization in Mexico are about 1000 years old.	Kingdom of Kush on the Upper Nile River dominates trade across the Sudan.
Europe	**Asia**
Augustus Caesar introduces a period of peace and prosperity within the Roman Empire.	25 A.D. Han Dynasty restored in China, period of great cultural achievement. 100 A.D. Paper invented.
CONNECTIONS	The SILK ROAD - Trade between Roman Empire and Han China.

c. Use the map to locate the places mentioned in the events box.
   (1) Chavin in the central Andes Mountains
   (2) Olmec culture area along the Gulf of Mexico
   (3) Rome in the Mediterranean Sea
   (4) Kush on the Nile River

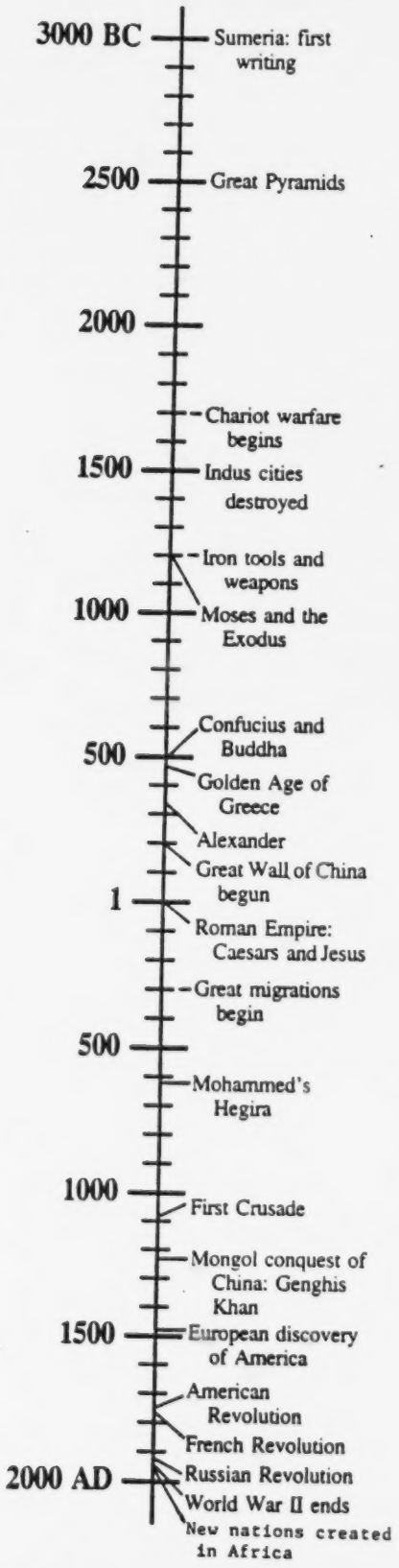
d. Demonstrate several connections by showing the students how to draw colored lines with arrows on both ends to mark:
   (1) The Great Silk Road between Rome and China
   (2) East-West trade across the Sudan
   (3) Contact along the Pacific Coast between Andean and Middle-American civilizations

5. Conclusion
   a. World history is interested in what is going on in all parts of the world at a particular time.
   b. As a narrative, world history tells a story about how the human community moved through time. It is the story of the development of civilization.
   c. The connections between various regions of the earth are keys to developing a sense of world history.
   d. Is the man in the cartoon thinking about time in a diachronic or synchronic sense?



"While you're up, have a look outside and see if the earth is still in orbit and time's still marching on."

HISTORY OF CIVILIZATION



A SLICE OF TIME

HISTORY OF CIVILIZATION

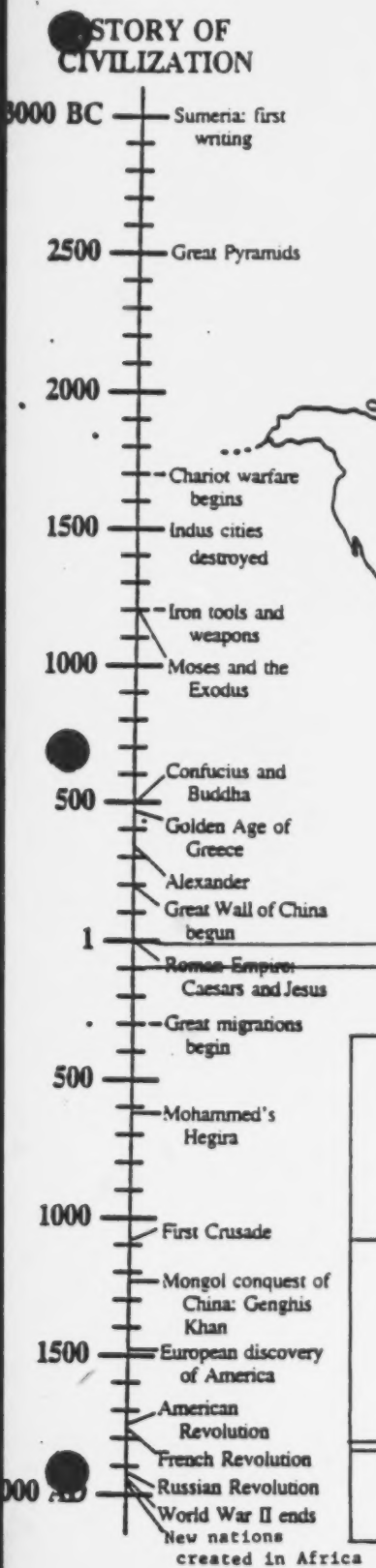
- 3000 C — Sumeria: first writing
- 2500 — Great Pyramids
- 2000 — Chariot warfare begins
- 1500 — Indus cities destroyed
- Iron tools and weapons
- 1000 — Moses and the Exodus
- Confucius and Buddha
- Golden Age of Greece
- Alexander
- Great Wall of China begun
- 1 — Roman Empire: Caesars and Jesus
- Great migrations begin
- 500
- Mohammed's Hegira
- 1000 — First Crusade
- Mongol conquest of China: Genghis Khan
- 1500 — European discovery of America
- American Revolution
- French Revolution
- 2000 — Russian Revolution
- World War II ends
- New nations created in Africa

The Americas	Africa
Europe	Asia

INTRO
III:2

A SLICE OF TIME

THE FIRST CENTURY A.D.



THE AMERICAS	AFRICA
Chavin Civilization in the Central Andes and Olmec Civilization in Mexico are about 1000 years old.	Kingdom of Kush on the Upper Nile River dominates trade across the Sudan.
EUROPE	**ASIA**
Augustus Caesar introduces a period of peace and prosperity within the Roman Empire.	25 A.D. Han Dynasty restored in China, period of great cultural achievement. 100 A.D. Paper invented.

CONNECTIONS
The SILK ROAD - Trade between Roman Empire and Han China.

Teacher's Guide: Introducing World History

Lesson IV: An Interest Inventory

Taking Stock and Expressing Preferences

A. Themes
   1. Discovering student expectations of a world history course.
   2. Establishing a class' entry level of historical knowledge.
   3. Encouraging student participation in developing the course.

B. Objectives: Students will
   1. Individually fill out an interest inventory in world history.
   2. As a class, tabulate the results to a part of the inventory.
   3. Use the tabulated results of the inventory to discuss the structure of the course.

C. Materials Needed
   1. Handout: Intro IV WHP Interest Inventory
   2. Answer cards or sheets

D. Lesson Plan
   1. Introduction: Teacher comments (the underlined phrase may be written on the chalk board before class to engender student interest):
      a. "You should be the first to know that this course will be especially designed for you. Your interests are important to me..."
      b. "All learning must begin with what we already know. Education is the process of using what we already know to find out more about ourselves and our world."
      c. "This class is closed for inventory. Today we want to take stock of where we are, total up the range of our interests, and then begin to plan for a year of adventure in quest of our heritage."
   2. The WHP Interest Inventory: When introducing the inventory, teachers will want to make sure that their students realize that:
      a. They will not be graded on this exercise.
      b. They should try to do their best because they are contributing to the well-being of this particular class.

c. Some of the sections will be tabulated during the period and will form the basis for a class discussion.
d. The inventory itself might serve as a helpful reference as the course develops.

3. Discussing the Inventory
   a. Choices (on the last page)
      (1) Tabulate the results in class, starting with "My Choice."
      (2) Why was there a high level of agreement on some items but not on others?
      (3) Tabulate the response to the expected subjects to be covered in the course under the "Choices" section. Repeat question #2 above.
      (4) Did some of the choices fail to get any votes? If so, why?
      (5) The instructor may want to do this part of the inventory to set up a class discussion on "Here is what I chose compared to what you as a class selected...This is why I made my selections..."
   b. The Best Field Trip
      (1) Again the results could be tabulated.
      (2) Students should be encouraged to explain the connections between the field trip they selected and their world history course.
   c. Take Five
      (1) Refer to a large world map as individual students describe their itinerary.
      (2) Encourage students to explain why they made their selections.
      (3) Use of the textbook might help students refine, revise or develop some descriptive material for their proposed trip around the world. This activity offers an opportunity to review the use of an index and the table of contents.

4. A homework assignment might formalize the proposed trip around the world. Students could produce a descriptive itinerary or a brochure advertising a special study tour for world history students, "Tripping through Time and Space." If they wanted to add a "people" dimension, students could call on various historical figures to serve as tour guides along the way.

5. Conclusion: The teacher will want to encourage students that:
   a. Their efforts in class will be very helpful in planning the course.
   b. They seem to know a lot about the subject and/or have a great deal of interest in the subjects to be covered.
   c. The course if off to a good start.

E. Resources

This lesson provides an excellent window to "open up" a discussion on the uses of tests in a history course. Some areas that students often overlook include the following:

1. Testing helps teachers revise and improve instruction.
2. Tests are a way students can measure their progress and build their self-confidence.
3. Tests may be a good way to introduce new material.
4. A good way to evaluate learning might be to have students themselves write the test because it would reveal what they think is important.

F. Bibliography

1. Norris Sanders, Classroom Questions: What Kinds? (New York: Harper and Row, 1966), is an old but still very useful handbook addressed to classroom teachers.
2. The History and Social Science Teacher, XX:1 (Fall, 1984), has a series of articles on testing and evaluation in Canadian schools which might stimulate some discussion among teachers in the United States.

WHP INTEREST INVENTORY

A DOZEN PEOPLE TO KNOW: GROUPS AND INDIVIDUALS FROM WORLD HISTORY

If you don't know these people yet, you can look forward to meeting them--they have a fascinating story to tell. These men and women are all part of a splendid introduction to our own personal stories, a prelude that we call World History. See how much you already know, by placing the correct letter for each group or person on the line to the left in this matching exercise.

MATCHING PEOPLE AND PLACES.

_____ 1.	Aztec warriors	A. China
_____ 2.	Hindu saints	B. West Africa
_____ 3.	Gothic architects	C. New York
_____ 4.	United Nations delegates	D. Mexico
_____ 5.	Ming emperors	E. Western Europe
_____ 6.	Ashanti artists	F. India

MATCHING PEOPLE AND IDEAS.

_____ 7.	Karl Marx	A. Passive resistance
_____ 8.	Gautama "Buddha"	B. Nineteenth century ideals
_____ 9.	Mahatma Gandhi	C. Expansion
_____ 10.	Galileo Galilei	D. Communism
_____ 11.	Genghis Khan	E. Scientific revolution
_____ 12.	Queen Victoria	F. Nirvana

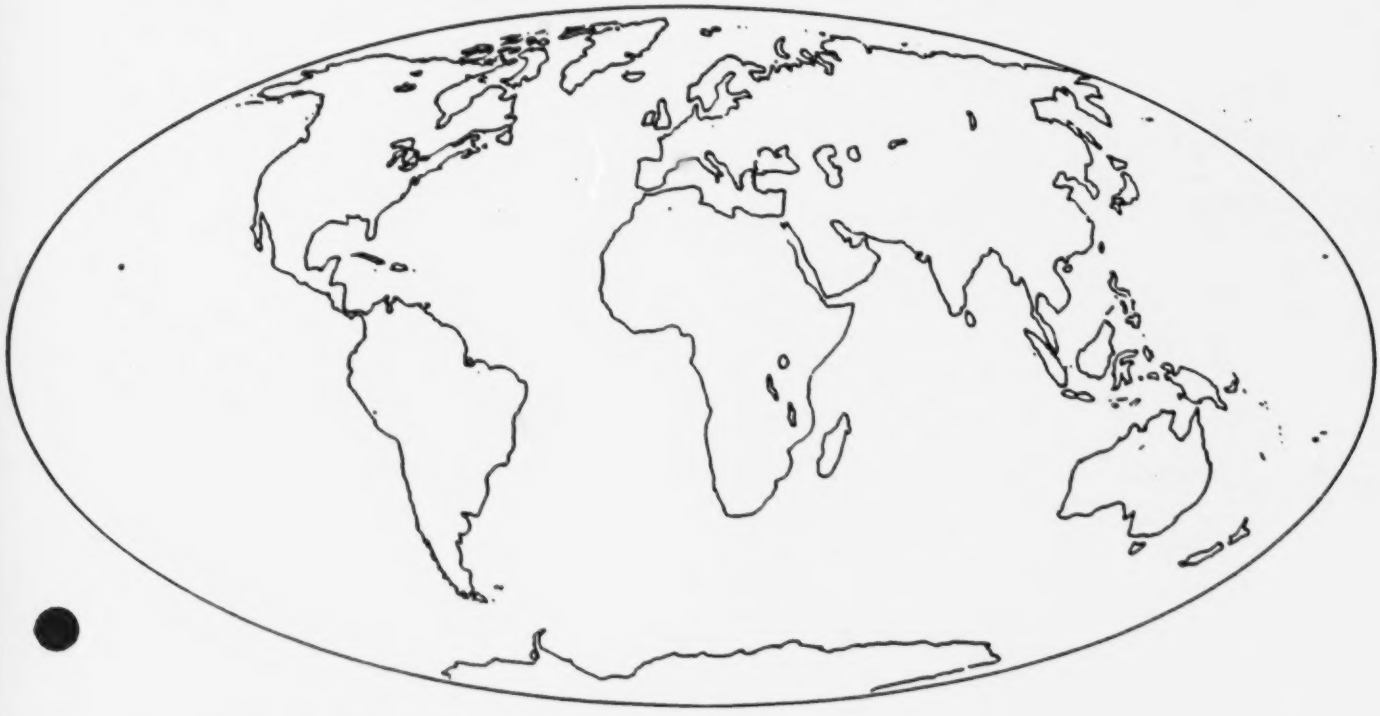
TAKE FIVE.

If a special field trip could be arranged to take us around the world, list five places that would be especially appropriate to visit, one on each continent.

1. _____ in Africa.
2. _____ in Asia.
3. _____ in Europe.
4. _____ in the Americas.
5. _____ (free choice).

A DOZEN PLACES TO DISCOVER: THE WORLD MAP SCAN

The world can often seem to be too large to know. But when we find familiar points of reference, we can begin to make the map more understandable and we can begin to connect ourselves with the rest of the world. Use this map, follow the directions below and start making connections.



1. Place an X on the location of your home.
2. Use your pencil to shade in the Mediterranean Sea.
3. Make a line to trace the approximate course of the Nile River.
4. Use a line with arrows (-→-→-→-→-→) to trace the route of the Gulf Stream and its continuation in the North Atlantic Drift.
5. Make a double line (═══════) to mark the approximate location of the Great Wall of China.

6. - 9. Place the following capital letters on the appropriate locations:

   M for Mecca

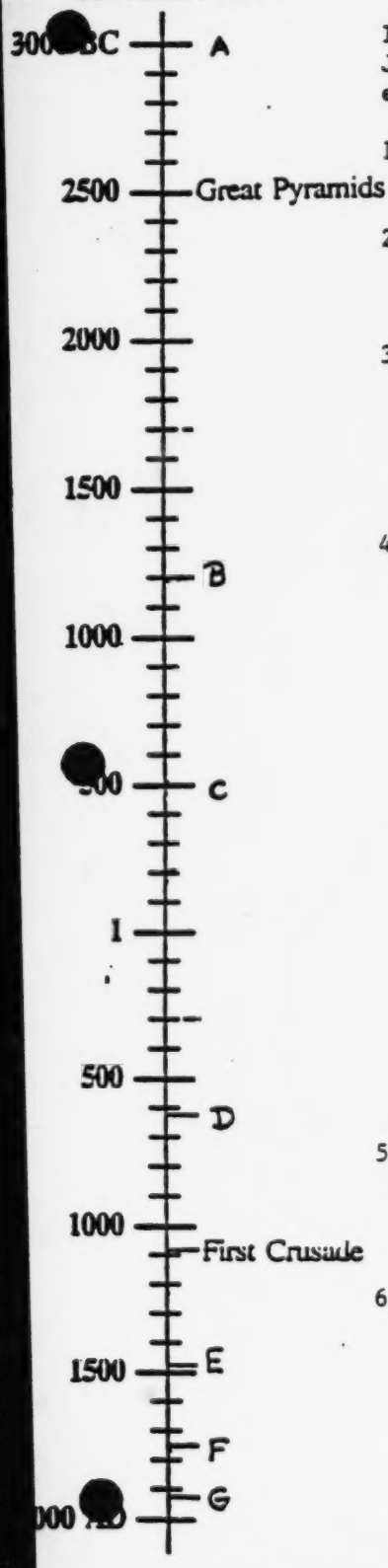
   G for the Ganges River

   P for Paris

   A for the spot where atomic bombs were used in warfare

10. Draw a circle around the region of the Inca Civilization. Place an I for Inca inside the circle.

11. - 12. People migrated across the Indian Ocean at an early date between Southeast Asia and the large island off the coast of Africa. Draw a dotted line showing this route from Sumatra to Madagascar.



A DOZEN TIMES TO RECALL: A WORLD HISTORY TIMELINE

In our culture we use a traditional date for the birth of Jesus as the dividing line between our era (A.D.) and the early era of world history (B.C.).

1. Which covers a longer time span in the history of civilization, A.D. or B.C.? _____

2. Place a J on the timeline at the left to mark the birth of Jesus. Use a line or a stem to connect it to the exact time on the scale.

3. Note that dates are indicated on the timeline for the building of the Great Pyramids and the First Crusade. Which of these events was closer to the life of Jesus?

   _____

4. Use your memory and your reasoning power to place each of the following events in the proper place on the timeline. Match the capital letters that are given on the timeline with each of these events. Place the correct letter on the line before each event:

   _____ The First Writing

   _____ Mohammed's Hegira

   _____ Moses and the Exodus

   _____ The American Revolution

   _____ Columbus Discovers a New World

   _____ Confucius and Buddha

   _____ The Russian Revolution

5. The traditional date that separates ancient history from the Middle Ages is the Fall of Rome in 476 A.D. Draw a wavy line on the timeline to divide these two eras of Western Civilization.

6. Draw another wavy line on the timeline to mark the end of the Middle Ages and the beginning of modern times.

WORLD HISTORY PROJECT
The University of Illinois at Chicago

INTEREST INVENTORY FOR THE WORLD HISTORY PROJECT

CHOICES.

A. Which of the following subjects do you think will be included in a study of world history? Place a check in the left hand column to indicate those items that will be included in the course.

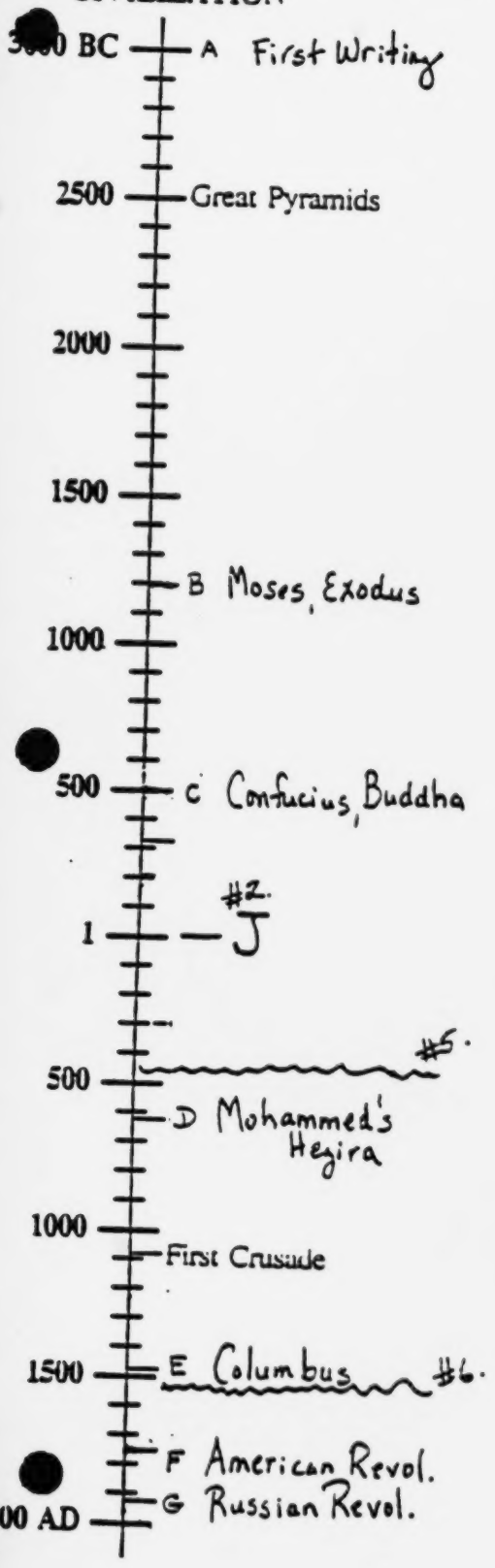
A In the Course		B My Choices	A In the Course		B My Choices
_____	The Super Bowl	_____	_____	The Crusades	_____
_____	atomic warfare	_____	_____	angels	_____
_____	Holy Bible	_____	_____	Bruce Springsteen	_____
_____	Superman	_____	_____	Greek temples	_____
_____	skyscrapers	_____	_____	chocolate	_____
_____	pizza	_____	_____	Ming ceramics	_____
_____	rock music	_____	_____	automobile wheels	_____
_____	spinning wheel	_____	_____	democracy	_____
_____	capitalism	_____	_____	rice	_____
_____	The Olympics	_____	_____	Ashanti art	_____
_____	Black Death	_____	_____	chariot wheels	_____
_____	My religion	_____	_____	socialism	_____
_____	Wonder Woman	_____	_____	Indianapolis 500	_____
_____	pyramids	_____	_____	Russian Revolution	_____
_____	potatoes	_____	_____	The Devil	_____
_____	Beethoven symphonies	_____	_____	The Smurfs	_____
_____	water wheels	_____	_____	pagodas	_____
_____	communism	_____	_____	corn	_____
_____	The World Series	_____	_____	jazz	_____
_____	The Holocaust	_____	_____	potter's wheels	_____
_____	other religions	_____	_____	imperialism	_____
_____	Bill Cosby	_____	_____	Honda cars	_____
_____	cathedrals	_____			

B. Now look at the list again. This time use the column on the right hand side to check those items you would like to see included.

CHOOSE ONE.

C. The best field trip for this course would be a visit to:

_____ 1. an art museum
_____ 2. a science museum
_____ 3. downtown in a nearby city
_____ 4. a farm
_____ 5. a factory
_____ 6. the state capitol
_____ 7. Washington, D.C.
_____ 8. my neighborhood



TEACHERS' KEY TO "A DOZEN TIMES TO RECALL: A WORLD HISTORY TIMELINE"

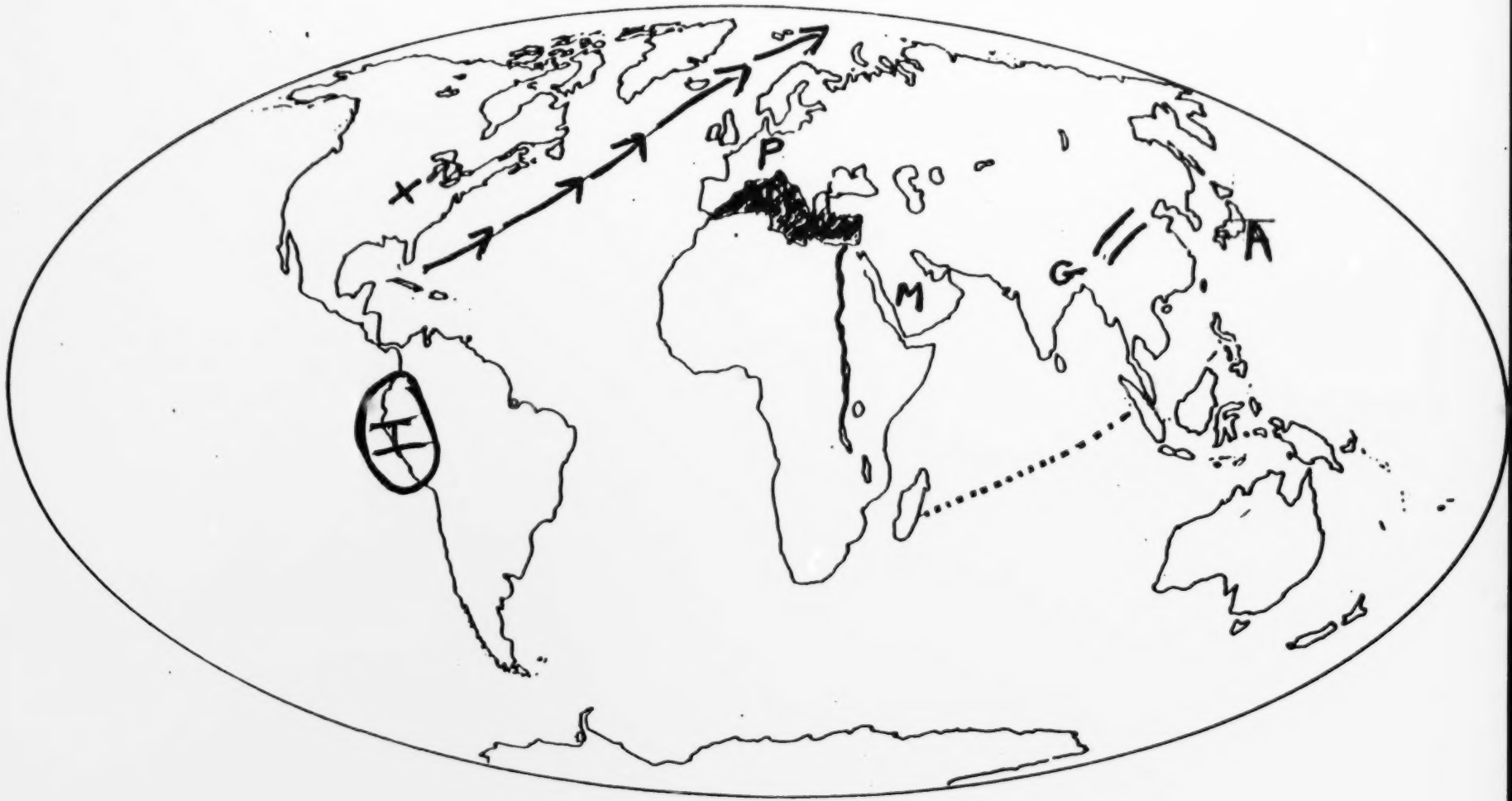
1. B.C.
3. The Crusades
4. A - The First Writing
   D - Mohammed's Hegira
   B - Moses and the Exodus
   F - The AMerican Revolution
   E - Columbus Discovers a New World
   C - Confucius and Buddha
   G - The Russian Revolution

TEACHERS' KEY TO "A DOZEN PEOPLE TO KNOW: GROUPS AND INDIVIDUALS FROM WORLD HISTORY"

1. D
2. F
3. E
4. C
5. A
6. B

7. D
8. F
9. A
10. E
11. C
12. B

TEACHER'S KEY FOR "A DOZEN PLACES TO DISCOVER: THE WORLD MAP SCAN"



Lesson V: The "Everything Survey"

Everything You Always Wanted to Know About World History...and Some Things You Already Do.

A. Themes
   1. With what knowledge and skills do students begin a world history course?
   2. With what attitudes do students begin a world history course?

B. Objectives: Students will
   1. Demonstrate their prior knowledge of world history and their mastery of basic skills by completing an introductory "survey" or pre-test of standard material.
   2. Reflect upon their attitudes towards learning world history and their own particular learning styles.

C. Materials Needed
   1. Handout: Intro V:1 The "Everything Survey"
   2. Handout: Intro V:2 The Survey Evaluation

D. Lesson Plan
   1. Introduction
      a. Having reviewed the nature of history and the reasons for studying history, the teacher will explain the functions of a pre-test such as the "Everything Survey."
      b. Most importantly, the teacher will assure students that the activity is meant only to measure their ability for and interest in world history, not to penalize students as they begin the course. The instrument has been called the "Everything Survey," to avoid using the word "test."
   2. The Content of the "Everything Survey"
      a. The teacher will explain that this activity is designed to:
         (1) provide a general survey of the information and topics that are usually featured in the world history course.
         (2) address all areas of the world, refer to a standard periodization scheme in world history, and mention key people in the story of the human community.

(3) tap skills such as locating places on maps, working with timelines and responding to familiar question styles such as matching and multiple choice.
(4) offer students an opportunity to express their interests and opinions.

b. Following this preliminary explanation, the teacher should remind students that they already possess information that can help them to respond to the items on the survey and that they have practiced the skills needed many times before in their schooling. The teacher should also ask students if they have any initial questions about the content of the survey.

3. Procedures for administering the "Everything Survey"
   a. The teacher will then distribute the survey to all students.
   b. A machine-scored answer sheet can also be distributed, if the teacher has access to a scantron. A separate answer sheet is also provided for ease in summarizing student responses to the survey.
   c. In general, students will need no more than thirty or forty minutes to complete the survey. Students should be appraised of the time frame within which they will be expected to complete their work.
   d. The teacher should circulate around the classroom during the administration of the survey to keep students on task, if necessary, and/or to answer any procedural questions which may arise.
4. The Survey Evaluation
   a. When students have completed the "Everything Survey," the teacher should ask students to evaluate the activity by utilizing the Survey Evaluation.
   b. This evaluation provides direct comments regarding student attitudes and interests in world history as well as an assessment of the "Everything Survey." Based upon student comments, the teacher can adjust the course plan, the methodologies to be employed and the survey itself.

5. Conclusion
   a. If time permits, students can exchange answer sheets and begin to review the survey. The teacher might provide the "answers" but might also allow students to debate/discuss each item as a way to encourage thinking skills and to spark interest in the topics covered by the survey items. This extension of the activity can give students instant information on the accuracy of their responses and some previews of the "coming attractions" of their world history course. It also would allow students to voice their opinions on the survey and the study of world history, rather than simply relying on the written word.
   b. If the class period is not long enough to administer the survey and evaluation and to review it as well, the teacher might do this and then use the following class period to discuss results of the activity.
6. Further use of the survey and evaluation
   a. If the teacher permits, the students might keep the survey and refer to its items as the course progresses.
   b. The teacher might administer the survey again at the conclusion of the course to see what changes students have undergone.

E. Resources
1. World history textbooks provide a good general background for clarifying the items on the "Everything Survey." Teachers can also use these texts to adapt the survey to reflect the needs and interests of a specific class.
2. Two sources on evaluation that provide guidelines for creating non-traditional styles of evaluative tools are Michael Patton's Practical Evaluation (1982) and Nonreactive Measures in the Social Sciences (1981) by Eugene J. Webb, et al.

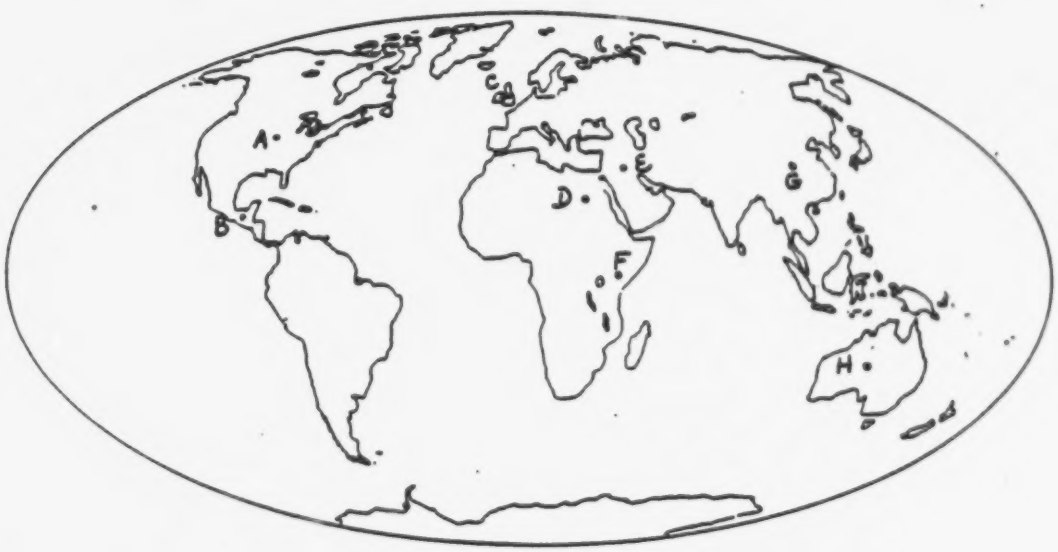
F. Bibliography
1. Frederick G. Brown, Measuring Classroom Achievement (Chicago: Holt, Rinehart and Winston, 1981).
2. T. Walter Wallbank, et al., History and Life: The World and Its People (Glenview, Illinois: Scott, Foresman and Company, 1984).

THE "EVERYTHING SURVEY": EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT WORLD HISTORY...AND SOME THINGS YOU ALREADY DO.

This activity covers the entire sweep of a world history course. It gives you a chance to demonstrate what you already know and to discover some of the new adventures that await you in your world history course. Place all your answers on the answer sheet provided.

I. WORLD MAP

Several important places in world history are indicated on the map with letters. Match the letters on the map with the descriptive statements below. Place the correct letter for each statement on your answer sheet.



_____1. Remains of early humans were discovered in the OLDUVAI GORCE in 1959.

_____2. MESOPOTAMIA, the land between the Tigris and Euphrates Rivers, is where civilization began.

_____3. Chinese civilization originated in agricultural settlements along the HWANG HO RIVER.

_____4. Early Egyptian civilization is often called the "gift of THE NILE RIVER."

_____5. The First Americans hunted mammoths as the ice sheets retreated and created THE GREAT LAKES.

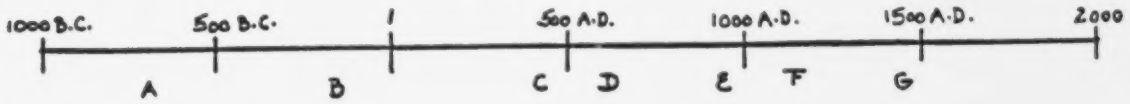
_____6. Identify the last continent visited by Europeans.

_____7. STONEHENGE was a center of Neolithic Civilization.

_____8. The development of corn-based civilization was one of the great achievements of MESO-AMERICAN peoples.

II. WORLD HISTORY TIMELINE

Match the letters on the timeline with the historical events described below. Place the correct letter on your answer sheet.



_____9. The ancient Greeks staged the first Olympic Games.

_____10. The Byzantine missionaries converted the Russians to Christianity.

_____11. The Great Wall of China was begun.

_____12. The "Fall" of the Roman Empire in the West.

_____13. Columbus crossed the Atlantic Ocean searching for a new route from Europe to India.

_____14. Mohammed fled from Mecca to Medina.

_____15. In the first Crusade, the European army met with limited success.

III. IMPORTANT PEOPLE IN EARLY WORLD HISTORY

Match the statements with the name of these historical figures. Place the correct letter on your answer sheet.

_____16. Offered the "Four Noble Truths" as a guide for life on earth.

_____17. A Chinese philosopher who stressed respect for the past, the family, ancestors and education.

_____18. Regarded by Christians as the Messiah.

_____19. The greatest prophet of Islam.

_____20. Leader of the Exodus.

A. MOSES
B. CONFUCIUS
C. THE BUDDHA
D. JESUS
E. MOHAMMED

IV. GROUPS OF PEOPLE IN WORLD HISTORY

Important groups of people in world history are described below. Match the statements with the group names given. Place the correct letter on your answer sheet.

_____21. Learned to grind tools, make pottery, herd domesticated animals and farm the land.

_____22. Constructed elaborate tombs called pyramids.

_____23. Believed in the caste system, the reincarnation or rebirth of the soul and an ultimate goal of Nirvana.

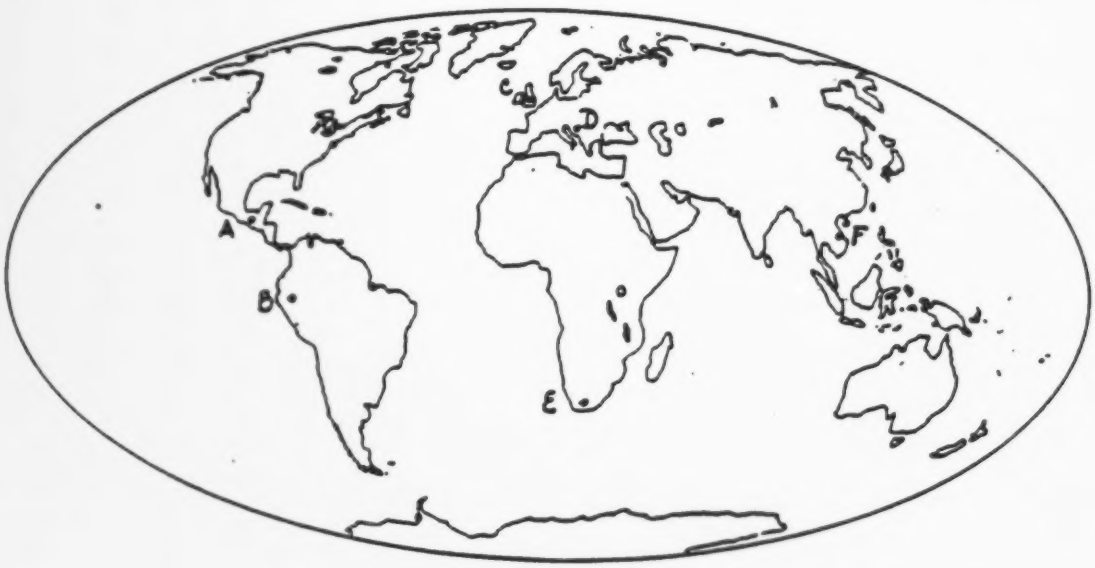
_____24. Sources for our ideas about republican style of government.

_____25. Dominated West African trade, wealth and government from the 4th through the 16th centuries.

A. PHARAOHS
B. ANCIENT GREEKS AND ROMANS
C. EMPERORS OF GHANA, MALI, SONGHAI
D. NEOLITHIC VILLAGERS
E. HINDUS

V. WORLD MAP

A few more important places in world history are indicated on this map with letters. Match the letters on the map with the descriptive statements below. Place the correct letter for each statement on your answer sheet.



_____26. The first country to experience the Industrial Revolution.

_____27. The "spark" that set off World War I was ignited in this Balkan country.

_____28. The place where Cortes met Montezuma.

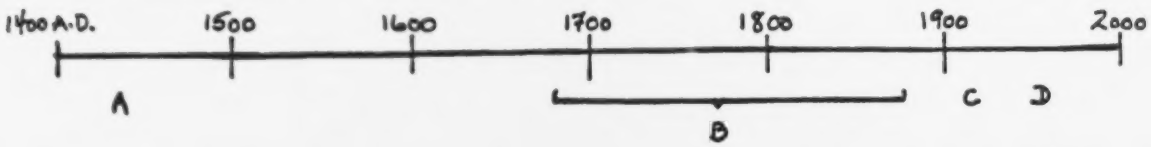
_____29. After thirty years of war, this country was united under Communist rule in 1975.

_____30. When Vasco Da Gama rounded this cape, he discovered that the oceans were connected.

_____31. The Incas gained control of peoples in the Andes Mountains.

VI. MODERN WORLD HISTORY TIMELINE

Match the letters on this timeline with the historical events described below. Place the correct letter on your answer sheet. Notice that the scale of this timeline is much different than the one with which you worked earlier in this survey.



_____32. A turning point of the Hundred Years War saw Joan of Arc lead the French to victory over the English.

_____33. Democratic revolutions occurred throughout Western Europe.

_____34. The "Cultural Revolution" attempted to remove traces of the "old thoughts, old culture, old customs and old habits."

_____35. The Bolshevik Revolution ended centuries of rule by the czars of Russia.

VII. IMPORTANT PEOPLE IN MODERN WORLD HISTORY

Match the statements with the names of these historical figures. Place the correct letter on your answer sheet.

_____36. An Italian visitor to the Chinese court of Kublai Khan.

_____37. Challenged the authority and corruption of the medieval Church in the sixteenth century.

_____38. The symbol of England's unprecedented power and world leadership in the 19th century.

_____39. Believed that class struggle and exploitation would cause workers to destroy capitalism.

_____40. Successfully established communist leadership in the Western Hemisphere.

_____41. Revolutionary leader who emphasized Arabic culture and economic development.

A. GAMAL NASSER
B. MARCO POLO
C. MARTIN LUTHER
D. KARL MARX
E. QUEEN VICTORIA
F. FIDEL CASTRO

VIII. IMPORTANT TERMS IN WORLD HISTORY

Match the statements with the important terms given below. Place the correct letter on your answer sheet.

_____42. Individualism, secular pursuits, wealth, learning and artistic endeavors characterized this European cultural movement during the 13th through 16th centuries.

_____43. The intellectual movement of the 16th through the 18th centuries in Europe, marked by a revolution in thought and an expansion of scientific knowledge.

_____44. The period of economic and social miseries of the 1930's that is cited as one of the causes of World War II.

_____45. The 20th century term for the nations which supply raw materials to and become markets for industrialized nations.

A. THE GREAT DEPRESSION
B. AGE OF REASON
C. THE RENAISSANCE
D. THE THIRD WORLD

IX. WORLD HISTORY AND ME

For each item below, choose the answer that best describes your opinion or attitude. Place your choice on the answer sheet.

_____46. The best part about a history textbook is its

A. stories
B. photographs
C. source readings
D. maps
E. study questions

_____47. How many weeks should we spend on studying the history of the world that occurred during my lifetime?

A. one week
B. two weeks
C. three weeks
D. four weeks
E. more than four weeks

_____48. The best way for a teacher to assign a student's grade in a World History course is by

A. a final exam
B. a series of chapter quizzes
C. a research paper
D. participation in class discussion
E. student reports

_____49. If we could arrange a guest appearance in class by one of the following, who would you invite?

A. Columbus
B. Jesus
C. Karl Marx
D. Cleopatra
E. George Washington

_____50. The best teaching method for me to learn history seems to be

A. teacher lectures
B. my reading of the textbook
C. written assignments
D. group discussions
E. library research

ANSWER SHEET
THE "EVERYTHING SURVEY"

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
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35._____
36._____
37._____
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48._____
49._____
50._____

INTRO
V:2

NAME_____ CLASS_____ PERIOD_____

EVALUATION OF THE "EVERYTHING SURVEY"

1. Please choose three words that describe your reaction to this survey:

_____ _____ _____

2. What was the most striking thing about the "Everything Survey" to you personally?

3. What changes do you think should be made in the "Everything Survey?"

4. Please rate the overall usefulness of the "Everything Survey" to you by circling the best phrase below:

Extremely useful . Very useful Somewhat useful Not useful

5. Why did you take this course in world history?

6. List three of your expectations for this course in world history.
   a.
   b.
   c.

7. If you have other comments about the "Everything Survey" or your expectations for this course in world history, please record them on the reverse side of this page. Thank you.

WORLD HISTORY PROJECT
The University of Illinois at Chicago

ANSWER KEY
THE "EVERYTHING SURVEY"

1. F
2. E
3. G
4. D
5. A
6. H
7. C
8. B
9. A
10. E
11. B
12. C
13. G
14. D
15. F
16. C
17. B
18. D
19. E
20. A
21. D
22. A
23. E
24. B
25. C
26. C
27. D
28. A
29. F
30. E
31. B
32. A
33. B
34. D
35. C
36. B
37. C
38. E
39. D
40. F
41. A
42. C
43. B
44. A
45. D

46. - 50. Student choice